

# **External Review Team Process**

## **Office of Federal and State Accountability Division of Accountability**



### **FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included**

School: Bells Elementary School    District: Colleton

Principal: Cordelia Jenkins

Superintendent: Charles Gale

# **FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation**

## **Rationale**

Bells Elementary School is located in rural Colleton County. It serves 330 students, Pre-K through grade 5, with 23 teachers. Teachers are working to build capacity to deliver precise and intentional instruction across the curriculum throughout the school day. The attendance rate of students and teachers is high at Bells. Student attendance rate in 2007 was 96.3% and teachers' attendance rate was 93.5%. Factors that affect the literate lives of our students are high poverty, lack of life-experiences and lack of schema. The school population is high minority, 69% and high poverty, 86.21%. PACT performance reports from 2007 indicate that 60.2% of all students scored Basic and above in ELA; 56.3% in math; 38.8% in science and 48.9% in social studies.

The Leadership Team consisting of the Principal (Cordelia Jenkins), the Reading First Literacy Coach (Peggy O'Banner), the Curriculum Instructional Facilitator (C.I.F.) (Sharon Driggers), the Math Coach (Belle Behling), and the Media Specialist (Dorothy Skoland) were joined by the Student Concerns Specialist (Jay Davis) and the Guidance Counselor (Brenda Williams) worked collaboratively to discuss the school program, analyzing the strengths and weaknesses of student achievement, and gather stakeholder input from the entire staff and School Improvement Council. Data from various assessment instruments were used to evaluate the effectiveness of the direct instruction of the students in the classroom, in the *Orchard* lab, and in the after school programs. PACT scores from 2004 through 2007 were used to review trends across subject areas and grade levels. MAP scores from Fall 2007 and Winter 2008 were used to evaluate current levels of student achievement. As a result, the FSRP for Bells Elementary School reflects systematic processes to improve student performance from the perspective of all stakeholders.

The chart below reflects a 4-year longitudinal study of PACT performance of Bells students in grades 3 -5. The data and analysis led to rich discussion among the Leadership Team, faculty, School Improvement Council, and the External Review Team. The consensus was that the dramatic drop in student performance may have been impacted by multiple variables including, but not limited to, changes and transition in staffing, programs, and resources. This evidence suggests that our students would benefit from consistency in teaching practices, delivery of the curriculum, and alignment of assessment and monitoring of student performance. As a result, a plan that promotes high expectations for teachers and students through systemic and systematic staff development, alignment of curriculum, and progress monitoring is proposed to increase student achievement. Our goals target Science, Reading and Math for students in grades 3-5. Bells Elementary will use MAP scores from Fall 2008, Winter 2009 and Spring 2009, as well as, common bi-weekly assessments to monitor growth in student achievement. The strategies that support the goals focus on staff development that builds teacher capacity to deliver the SC standards-based curriculum utilizing a clearly defined instructional cycle based on the four critical questions that guide delivery of curriculum, planning, instruction and assessment: 1) *What is it that our students should know and be able to do? (Curriculum Assessment); 2) What will we do for those who already know it? (Differentiated Planning and Instruction); 3) What will we do for those who didn't get it? (Re-teach); 4) How will we know when they've all got it? (Re-Assessment).*

## Bells Elementary Longitudinal Study

### PACT Performance: English/Language Arts

Grade	<i>Below Basic</i>				<i>Basic</i>				<i>Proficient</i>				<i>Advanced</i>			
	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008
3	25	40.4	47.5	20	31.3	28.8	40	34	43.8	25	12.5	44	0	5.8	0	2
4	24.5	28.6	39.5	38	51.1	44.9	32.6	44	18.4	22.4	27.9	18	0	4.1	0	0
5	19.4	18.5	33.3	45.7	69.4	61.1	44.4	45.7	11.1	20.4	22.2	8.7	0	0	0	0

### PACT Performance: Mathematics

Grade	<i>Below Basic</i>				<i>Basic</i>				<i>Proficient</i>				<i>Advanced</i>			
	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008
3	64.6	58.5	67.5	34.6	12.5	30.2	30	53.8	16.7	9.4	2.5	7.7	6.3	1.9	0	3.8
4	34.7	36.7	41.9	52.9	40.8	36.7	37.2	27.5	18.4	18.4	8.9	17.6	6.1	8.2	4.7	2
5	36.1	45.3	24.4	42.9	44.4	50.9	53.3	40.8	11.1	7.5	8.9	12.2	8.3	7.5	13.3	4.1

### PACT Performance: Science

Grade	<i>Below Basic</i>				<i>Basic</i>				<i>Proficient</i>				<i>Advanced</i>			
	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008
3	50	65.3	85.7	32	50	26.5	14.3	48	0	8.2	0	20	0	0	0	0
4	63	46.8	51.2	51.9	21.7	34	34.9	34.6	15.2	10.6	4.7	5.8	0	8.5	9.3	7.7
5	68.3	55.1	57.1	68	26.8	32.7	28.6	16	4.9	8.2	10.4	16	0	4.1	14.3	0

### PACT Performance: Social Studies

Grade	<i>Below Basic</i>				<i>Basic</i>				<i>Proficient</i>				<i>Advanced</i>			
	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008
3	20.4	59.3	26.1	29.6	63.3	37	69.6	55.6	14.3	1.9	4.3	11.1	2.0	1.9	0	3.7
4	40	36.7	65.2	42.3	48	53.1	30.4	50.0	12	8.2	4.3	7.7	0	2.0	0	0
5	66.7	45.5	40	83.3	33.3	47.3	44	12.5	0	3.6	12	4.2	0	3.6	4	0

## Report Card Ratings Over 4 Year Period

Year	Absolute Rating	Improvement Rating
2007	Unsatisfactory	Average
2006	Below Average	Unsatisfactory
2005	Average	Unsatisfactory

# School Timeline

Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:

Timeline

<b>July</b>
Leadership Team training: <i>The Skillful Teacher</i> by Jon Saphier (Professional Development)
<b>August</b>
Data Collection & analysis (Professional Development) Dominie, PACT scores (Professional Development) <i>Calendar Math</i> kits training (Professional Development) Reading/Writing Workshops (Professional Development) Constructed Writing Responses across the curriculum (Professional Development) Standards, Support Documents and Pacing Guides for Math, Science and ELA (Professional Development) Rituals & Routines/ Classroom Management (Professional Development) Balanced Literacy (District level Professional Development) Instructional Leadership Team meetings
<b>September</b>
Data Collection and Analysis for small group (Professional Development) Science Kit Training (Professional Development) <i>Reading First</i> Training: Differentiated instruction, small reading groups, 5 components of literacy (Professional Development) Curriculum Alignment and assessment: rigor and relevance (Professional Development) SC Reading First School Leadership Meeting (Professional Development) 4-Frames Math (District level Professional Development) Balanced Literacy (District level Professional Development) Teacher Observations Monitor Lesson Plans Instructional Leadership Team meetings District Monthly Monitoring Team Visit MAP testing Stanford Testing Dominie Testing Parenting Workshop/Breakfast with Moms & Dads Open House PTO/SIC

## October

Data Collection and Analysis (MAP, Stanford, Pretest/Post-tests, Biweekly assessments) and application to small group & differentiated instruction (Professional Development)  
Science Kit Training (Professional Development)  
*Reading First* Training: Differentiated instruction, small reading groups, 5 components of literacy (Professional Development)  
4-Frames Math (District level Professional Development)  
Balanced Literacy (District level Professional Development)  
SC Reading First School Leadership Meeting (Professional Development)  
Teacher Observations  
Monitor Lesson Plans  
Instructional Leadership Team meetings  
District Monthly Monitoring Team Visit  
Family Math & Science Night  
Awards Celebration  
Honor Roll Celebration  
Perfect Attendance Celebration  
Accelerated Reader Celebration  
Infraction Free Celebration  
PTO/SIC

## November

Data Collection and Analysis and application to small group & differentiated instruction (Professional Development)  
*Reading First* Training: Differentiated instruction, small groups, 5 components of literacy (Professional Development)  
Teacher Observations  
Monitor Lesson Plans  
Instructional Leadership Team meetings  
District Monthly Monitoring Team Visit  
Read-In  
America's White Table Veteran's Day Celebration  
Parenting Workshop/Breakfast with Moms & Dads  
PTO/SIC

<b>December</b>
<p>Curriculum Alignment and assessment: rigor and relevance (Professional Development)</p> <p>Differentiated Instruction (Professional Development)</p> <p><i>Reading First</i> Training: Differentiated instruction, small groups, 5 components of literacy (Professional Development)</p> <p>Teacher Observations</p> <p>Monitor Lesson Plans</p> <p>Instructional Leadership Team meetings</p> <p>District Monthly Monitoring Team Visit</p> <p>Family Math &amp; Science Night</p> <p>Open House</p> <p>Winter Musical Concert and Art Show</p>
<b>January</b>
<p>Data Collection and Analysis and application to small group &amp; differentiated instruction (Professional Development)</p> <p>MAP testing</p> <p><i>Reading First</i> Training: Differentiated instruction, small groups, 5 components of literacy (Professional Development)</p> <p>Vertical team planning (Professional Development)</p> <p>Science Kit Training (Professional Development)</p> <p>4-Frames Math (District level Professional Development)</p> <p>Balanced Literacy (District level Professional Development)</p> <p>Teacher Observations</p> <p>Monitor Lesson Plans</p> <p>Instructional Leadership Team meetings</p> <p>District Monthly Monitoring Team Visit</p> <p>Family Math &amp; Science Night</p> <p>Awards Celebration</p> <p>Honor Roll Celebration</p> <p>Perfect Attendance Celebration</p> <p>Accelerated Reader Celebration</p> <p>Infraction Free Celebration</p> <p>PTO/SIC</p>

## **February**

Data Collection and Analysis and application to small group & differentiated instruction (Professional Development)  
Dominie Testing  
Math/Science Fair Training (Professional Development)  
*Reading First* Training: Differentiated instruction, small groups, 5 components of literacy (Professional Development)  
Balanced Literacy (District level Professional Development)  
SC Reading First School Leadership Meeting (Professional Development)  
Teacher Observations  
Monitor Lesson Plans  
Instructional Leadership Team meetings  
District Monthly Monitoring Team Visit  
Parenting Workshop/Breakfast with Moms & Dads  
African American Read-In  
Taste of Bells Multicultural Celebration  
Read-in Share your favorite books with your parents  
PTO/SIC

## **March**

Data Collection and Analysis and application to small group & differentiated instruction (Professional Development)  
Science Kit Training (Professional Development)  
*Reading First* Training: Differentiated instruction, small groups, 5 components of literacy (Professional Development)  
4-Frames Math (District level Professional Development)  
Teacher Observations  
Monitor Lesson Plans  
Instructional Leadership Team meetings  
District Monthly Monitoring Team Visit  
MAP Testing  
PTO/SIC  
Math/Science Fair



<b>April</b>
Stanford Testing Dominie Testing <i>Reading First</i> Training: Differentiated instruction, small groups, 5 components of literacy (Professional Development) SC Reading First School Leadership Meeting (Professional Development Teacher Observations Monitor Lesson Plans Instructional Leadership Team meetings District Monthly Monitoring Team Visit Awards Celebration Honor Roll Celebration Perfect Attendance Celebration Accelerated Reader Celebration Infraction Free Celebration Parenting Workshop/Breakfast with Moms & Dads Spring Musical Concert PTO/SIC
<b>May</b>
Data Collection and Analysis: Next Steps for Next Year (Professional Development) Teacher Observations Monitor Lesson Plans Instructional Leadership Team meetings District Monthly Monitoring Team Visit PASS testing Dominie testing Field Day PTO/SIC
<b>June</b>
Awards Celebration Honor Roll Celebration Perfect Attendance Celebration Accelerated Reader Celebration Infraction Free Celebration

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Goal 1:**

**By April 1, 2009, 40% of students in 3<sup>rd</sup>-5<sup>th</sup> grades will increase one performance level from Spring 2008 to Spring 2009 in the area of Science as measured by aligned MAP RIT band scores.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Teachers will analyze MAP data to develop instructional plans.	Curriculum Instruction Facilitator (C.I.F.)/ Sharon Driggers Principal/ Cordelia Jenkins	August 2008	By analyzing MAP data, teachers will develop instructional plans using <i>DesCarte</i> . <ul style="list-style-type: none"> <li>Class by RIT Reports for Spring 2008, Fall 2008, and Winter 2009 will be used to plan.</li> <li>Teachers will address strengths and deficits through small group and differentiated instruction as evidenced in lesson plans monitored bi-weekly</li> </ul> C.I.F., Sharon Driggers
Teachers will plan and integrate instruction in science.	(C.I.F.)/ Sharon Driggers Principal/ Cordelia Jenkins	August 2008	Teachers will use literature, inquiry-based kits, and videos to enhance science instruction as evidenced in lesson plans monitored bi-weekly. C.I.F., Sharon Driggers
Teachers will receive staff development on the South Carolina Science Standards, the South Carolina Science Support Document and appropriate research-based science engagements to ensure the use of best practices in science instruction.	(C.I.F.)/ Sharon Driggers Principal/ Cordelia Jenkins	August 2008	Lesson plans will be monitored bi-weekly to ensure the inclusion of best practices and standards in science instruction. <ul style="list-style-type: none"> <li>Lesson plans indicate standards, research-based science engagements and best practices.</li> </ul> C.I.F., Sharon Driggers

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Teachers will receive instructional support through cooperative planning, informal observing, and reflecting with the instructional coaches.	(C.I.F.)/ Sharon Driggers Principal/ Cordelia Jenkins	August 2008	The instructional support model ( <i>Plan, Observe, and Reflect</i> ) will be used. <ul style="list-style-type: none"> <li>• Support will be given by instructional coaches in weekly grade level team meetings to ensure the inclusion of best practices and standards in science instruction as evidenced in minutes of meetings.</li> <li>• Colleton County School District – Classroom Data Collection Form will be the tool used to monitor all science instruction bi-weekly.</li> <li>• Written feedback and/or conferences will be provided following each observation.</li> </ul> C.I.F., Sharon Driggers
Teachers will use a “teach, assess, re-teach” approach to ensure mastery of the science standards.	(C.I.F.)/ Sharon Driggers Principal/ Cordelia Jenkins	August 2008	Student performance will be monitored bi-weekly through assessments to ensure mastery of the science standards. <ul style="list-style-type: none"> <li>• Assessments will be analyzed to ensure the use of standardized test strategies with appropriate rigor.</li> <li>• Analysis of Assessment Monitoring Forms will be used to monitor student performance for remediation and/or to adjust instructional techniques.</li> </ul> C.I.F., Sharon Driggers

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Goal 2: Reading**

**By April 1, 2009, 30% of students in 3<sup>rd</sup>-5<sup>th</sup> grades will increase one performance level from Spring 2008 to Spring 2009 in the area of Reading as measured by aligned MAP RIT band scores.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Teachers will analyze MAP data to develop a differentiated instructional plan for students being served by the Interventionist in the area of Reading.	Curriculum Instruction Facilitator C.I.F./ Sharon Driggers Principal/ Cordelia Jenkins	August 2008	By analyzing MAP data teachers will group students by RIT bands and develop differentiated instructional plans using <i>DesCarte</i> . <ul style="list-style-type: none"> <li>• <i>Class by RIT</i> reports for Spring 2008, Fall 2008, and Winter 2009 will be used to select students for targeted instruction. A checklist of <i>DesCarte</i> standards will be used to monitor differentiated instructional plans monthly.</li> <li>• Rosters of flexible groups will be adjusted after each MAP administration.</li> </ul> C.I.F., Sharon Driggers

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Teachers will analyze data from <i>Stanford</i> , <i>Dominie</i> , and Differentiated Instruction Notebooks to develop instructional plans for students in the area of Reading.	Literacy Coach/ Peggy O'Banner (C.I.F.)/ Sharon Driggers Principal/ Cordelia Jenkins	August 2008	By analyzing data from <i>Stanford</i> , <i>Dominie</i> , and Differentiated Instruction Notebooks, teachers will develop differentiated individual and small group instruction. <ul style="list-style-type: none"> <li>• Using <i>Stanford</i> data from Fall 2008 and Spring 2009 administrations, teachers will regroup students who have been identified as needing additional, substantial, and grade level instruction.</li> <li>• Teachers will use <i>Dominie</i> data from Fall 2008, Winter 2009 and Spring 2009 administrations and the key indicators that are prescribed to provide effective individualized instruction based on reading level.</li> <li>• Differentiated Instruction Notebooks will be monitored bi-weekly as evidenced in written reflections regarding students' individual strengths and deficits.</li> </ul> C.I.F., Sharon Driggers
Teachers will receive staff development on the South Carolina Reading Standards with support documents and the five components of effective literacy instruction based on the National Reading Panel findings.	Literacy Coach/ Peggy O'Banner (C.I.F.)/ Sharon Driggers Principal/ Cordelia Jenkins	August 2008	Lesson plans will be monitored bi-weekly to ensure the inclusion of best practices and standards in instruction. <ul style="list-style-type: none"> <li>• Lesson plans will indicate standards, engagements and best practices.</li> </ul> C.I.F., Sharon Driggers

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Teachers will receive instructional support through cooperative planning, informal observing, and reflecting with the instructional coaches.	Literacy Coach/ Peggy O'Banner (C.I.F.)/ Sharon Driggers Principal/ Cordelia Jenkins	August 2008	<p>The instructional support model (<i>Plan, Observe, and Reflect</i>) will be used.</p> <ul style="list-style-type: none"> <li>• Support will be given by instructional coaches in weekly grade level team meetings to ensure the inclusion of best practices and standards in reading instruction as evidenced in minutes of meetings.</li> <li>• Colleton County School District – Classroom Data Collection Form will be the tool used to monitor all reading instruction bi-weekly.</li> <li>• <i>Reading First</i> observation tool will be the framework to monitor current best practices bi-weekly.</li> <li>• Written feedback and/or conferences will be provided following each observation.</li> </ul> <p>C.I.F., Sharon Driggers and Literacy Coach, Peggy O'Banner</p>
Teachers will use a “teach, assess, re-teach” approach to ensure mastery of the reading standards.	(C.I.F.)/ Sharon Driggers Principal/ Cordelia Jenkins	August 2008	<p>Student performance will be monitored bi-weekly through assessments to ensure mastery of the reading standards.</p> <ul style="list-style-type: none"> <li>• Assessments will be analyzed to ensure the use of standardized test strategies with appropriate rigor.</li> <li>• Analysis of Assessment Monitoring Forms will be used to monitor student performance for remediation and/or to adjust instructional techniques.</li> <li>• Teachers will use <i>Orchard</i>, to provide individual computerized-assisted instruction in reading to students needing remediation and enrichment weekly.</li> </ul> <p>C.I.F., Sharon Driggers</p>

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Goal 3: Math**

**By April 1, 2009, 30% of students in 3<sup>rd</sup>-5<sup>th</sup> grades will increase one performance level from Spring 2008 to Spring 2009 in the area of Math as measured by aligned MAP RIT band scores.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Teachers will analyze MAP data to develop a differentiated instructional plan for students being served by the Interventionist in the area of Math.	Math Coach/ Interventionist Belle Behling	August 2008	By analyzing MAP data teachers will group students by RIT bands and develop differentiated instructional plans using <i>DesCarte</i> . Additionally, RIT band groups will be formed for supplemental instruction by math interventionists. <ul style="list-style-type: none"> <li>• <i>Class by RIT</i> reports for Spring 2008, Fall 2008, and Winter 2009 will be used to select students for targeted instruction.</li> <li>• A checklist of <i>DesCarte</i> standards will be used to monitor differentiated instructional plans monthly.</li> <li>• Rosters of flexible groups will be adjusted after each MAP administration.</li> </ul> Math Coach, Belle Behling
<i>Four-Frames Math</i> (Calendar Math: for repetitive practice; Perfect Practice: for teacher directed review of Standards; Problem of the Day: for instruction of problem solving strategies; Direct Instruction: for hands-on, minds-on instruction) approach to the teaching of math will be implemented.	Math Coach/ Belle Behling Peggy O'Banner Principal/ Cordelia Jenkins	August 2008	Lesson plans will be monitored bi-weekly to ensure the inclusion of each of the components of the <i>Four-Frames</i> framework.  Principal, Cordelia Jenkins

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Teachers will receive staff development on the South Carolina Math Standards, the South Carolina Math Support Document, use of manipulatives, and math centers.	Math Coach/ Belle Behling	August 2008	Lesson plans will be monitored bi-weekly to ensure the inclusion of best practices and standards in math instruction. <ul style="list-style-type: none"> <li>Lesson plans will indicate standards, use of manipulatives, centers, and best practices.</li> </ul> Principal, Cordelia Jenkins
Teachers will receive instructional support through cooperative planning, informal observing, and reflecting with the instructional coaches.	Math Coach/ Belle Behling Curriculum Instructional Facilitator Sharon Driggers Principal/ Cordelia Jenkins	August 2008	The instructional support model ( <i>Plan, Observe, and Reflect</i> ) will be used. <ul style="list-style-type: none"> <li>Support will be given by instructional coaches in weekly grade level team meetings to ensure the inclusion of best practices and standards in reading instruction as evidenced in minutes of meetings.</li> <li>Colleton County School District – Classroom Data Collection Form will be the tool used to monitor all math instruction bi-weekly.</li> <li>Written feedback and/or conferences will be provided following each observation.</li> </ul> C.I.F., Sharon Driggers
Teachers will use a “teach, assess, re-teach” approach to ensure mastery of the math standards.	Math Coach/ Belle Behling (C.I.F.)/ Sharon Driggers Principal/ Cordelia Jenkins	August 2008	Student performance will be monitored bi-weekly through assessments to ensure mastery of the math standards. <ul style="list-style-type: none"> <li>Assessments will be analyzed to ensure the use of standardized test strategies with appropriate rigor.</li> <li>Analysis of Assessment Monitoring Forms will be used to monitor student performance for remediation and/or to adjust instructional techniques.</li> <li>Teachers will use <i>Orchard</i>, to provide individual computerized-assisted instruction in math to students needing remediation and enrichment weekly.</li> </ul> C.I.F., Sharon Driggers



**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Instructional Leadership Goal 1: The principal will provide Instructional Leadership by monitoring the implementation of the Focused School Renewal Plan to ensure that by April 1, 2009, 40% of students in 3<sup>rd</sup>-5<sup>th</sup> grades will increase one performance level from Spring 2008 to Spring 2009 in the area of Science as measured by aligned MAP RIT band scores.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Observe teachers bi-weekly in grades 3-5 to ensure effective instructional delivery in science.	Principal/ Cordelia Jenkins	August 2008	The Colleton County School District Classroom Observation Data Collection Form will be the tool used to monitor standards-based instruction bi-weekly.  Principal, Cordelia Jenkins
Design a classroom observation schedule to ensure all teachers are supported regularly by the Curriculum Instructional Facilitator and academic coaches through model lessons and coaching conversations.	Principal/ Cordelia Jenkins	August 2008	Observation schedule will be shared with the teachers and instructional coaches. <ul style="list-style-type: none"> <li>The Colleton County School District Classroom Observation Data Collection Form will document bi-weekly observations and feedback from observer to the teachers.</li> <li>Coaches' logs will document coaching conversations in weekly grade level meetings and individually.</li> <li>Model lessons, as needed, will be documented in coaches' logs.</li> </ul> Principal, Cordelia Jenkins

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Monitor student performance in science by analyzing MAP data and bi-weekly assessments with classroom teachers to determine areas of student strengths and deficits.	Principal/ Cordelia Jenkins	August 2008	Data Notebooks, maintained by teachers, will provide information on MAP performance, bi-weekly assessments, and pre test/ post test data. <ul style="list-style-type: none"> <li>Analysis of Assessment Monitoring Forms will be used to monitor student performance for remediation and/or to adjust instructional techniques.</li> </ul> Principal, Cordelia Jenkins
Monitor the instructional coaches to ensure that teachers are provided appropriate support in science.	Principal/ Cordelia Jenkins	August 2008	Instructional Leadership Team weekly minutes and the coaches' logs will document the evidence that effective support is provided to the teachers by the coaching staff.  Principal, Cordelia Jenkins

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Instructional Leadership Goal 2: The principal will provide Instructional Leadership by monitoring the implementation of the Focused School Renewal Plan to ensure that by April 1, 2009, 30% of students in 3<sup>rd</sup>-5<sup>th</sup> grades will increase one performance level from Spring 2008 to Spring 2009 in the area of Math as measured by aligned MAP RIT band scores.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Observe teachers bi-weekly in grades 3-5 to ensure effective instructional delivery in science.	Principal/ Cordelia Jenkins	August 2008	The Colleton County School District Classroom Observation Data Collection Form will be the tool used to monitor standards-based instruction bi-weekly.  Principal, Cordelia Jenkins
Design a classroom observation schedule to ensure all teachers are supported regularly by the Curriculum Instructional Facilitator and academic coaches through model lessons and coaching conversations.	Principal/ Cordelia Jenkins	August 2008	Observation schedule will be shared with the teachers and instructional coaches. <ul style="list-style-type: none"> <li>• The Colleton County School District Classroom Observation Data Collection Form will document bi-weekly observations and feedback from observer to the teachers.</li> <li>• Coaches' logs will document coaching conversations in weekly grade level meetings and individually.</li> <li>• Model lessons, as needed, will be documented in coaches' logs.</li> </ul> Principal, Cordelia Jenkins

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Monitor student performance in math by analyzing MAP data and bi-weekly assessments with classroom teachers to determine areas of student strengths and deficits.	Principal/ Cordelia Jenkins	August 2008	Data Notebooks, maintained by teachers, will provide information on MAP performance, bi-weekly assessments, and pre test/ post test data. <ul style="list-style-type: none"> <li>Analysis of Assessment Monitoring Forms will be used to monitor student performance for remediation and/or to adjust instructional techniques.</li> </ul> Principal, Cordelia Jenkins
Monitor the instructional coaches to ensure that teachers are provided appropriate support in math.	Principal/ Cordelia Jenkins	August 2008	Instructional Leadership Team weekly minutes and the coaches' logs will document the evidence that effective support is provided to the teachers by the coaching staff.  Principal, Cordelia Jenkins

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Administrators’ Instructional Leadership Goal 1: By April 1, 2009, the District will provide support to ensure that 40% of students in 3<sup>rd</sup>-5<sup>th</sup> grades will increase one performance level from Spring 2008 to Spring 2009 in the area of science as measured by aligned MAP RIT band scores.**

*(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
District administrators will be conducting classroom observations in science lessons on a routine basis.	Superintendent/ Charles Gale	August 2008 – April 2009	Computerized reports will be generated monthly as evidence of monitoring effective classroom instruction in science.  Superintendent/Charles Gale
District administrators will be monitoring teacher assessment portfolios each month to ensure that students are being held accountable to the rigor of the grade level standards.	Superintendent/ Charles Gale	August 2008 – April 2009	A log will be maintained of teacher assessment portfolios that are reviewed each month by district administrators.  Superintendent/Charles Gale
District administrators will meet with the school leadership team each month to monitor the successful implementation of the science focused goal strategies.	Superintendent/ Charles Gale	August 2008 – April 2009	School Leadership Team minutes maintained by Cordelia Jenkins.  Principal/ Cordelila Jenkins

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Administrators' Instructional Leadership Goal 2: By April 1, 2009, the District will provide support to ensure that 30% of students in 3<sup>rd</sup>-5<sup>th</sup> grades will increase one performance level from Spring 2008 to Spring 2009 in the area of reading as measured by aligned MAP RIT band scores.**

*(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
District administrators will be conducting classroom observations in reading lessons on a monthly basis.	Superintendent/ Charles Gale	August 2008 – April 2009	Classroom observation feedback forms are maintained in an electronic database (EDI). The feedback will identify strengths and weaknesses and will be provided to the observed teachers.  Superintendent/Charles Gale
District administrators will be monitoring teacher assessment portfolios each month to ensure that students are being held accountable to the rigor of the grade level standards.	Superintendent/ Charles Gale	August 2008 – April 2009	School Leadership Team minutes maintained. A log will be maintained of teacher assessment portfolios that are reviewed each month by district administrators. Feedback will be shared with individual teachers if there is a concern.  Superintendent/Charles Gale
District administrators will meet with the school leadership team each month to monitor the successful implementation of the reading focused goal strategies.	Superintendent/ Charles Gale	August 2008 – April 2009	School Leadership Team minutes will reflect the attendance and feedback of the district administrators regarding the successful implementation of the reading focused goal strategies.  Principal/Cordelia Jenkins

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Administrators’ Instructional Leadership Goal 3: By April 1, 2009, the District will provide support to ensure that 30% of students in 3<sup>rd</sup>-5<sup>th</sup> grades will increase one performance level from Spring 2008 to Spring 2009 in the area of math as measured by aligned MAP RIT band scores.**

*(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible (Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
District administrators will be conducting classroom observations of mathematics lessons on a routine basis.	Superintendent/ Charles Gale	August 2008 – April 2009	Classroom observation feedback forms are maintained in an electronic database (EDI). The feedback will identify strengths and weaknesses and will be provided to the observed teachers.  Superintendent/Charles Gale
District administrators will be monitoring teacher assessment portfolios each month to ensure that students are being held accountable to the rigor of the grade level standards.	Superintendent/ Charles Gale	August 2008 – April 2009	School Leadership Team minutes maintained. A log will be maintained of teacher assessment portfolios that are reviewed each month by district administrators. Feedback will be shared with individual teachers if there is a concern.  Superintendent/Charles Gale
District administrators will meet with the school leadership team each month to monitor the successful implementation of the mathematics focused goal strategies.	Superintendent/ Charles Gale	August 2008 – April 2009	School Leadership Team minutes will reflect the attendance and feedback of the district administrators regarding the successful implementation of the mathematics focused goal strategies.  Principal/Cordelia Jenkins

## **FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation**

### **Title and Description of Each Program and Initiative Included in the FSRP**

**Give the title and a brief description of each program or initiative that is included in the FSRP.**

***Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)***

#### **Assessments**

*Dominie Reading & Writing Assessment Portfolio*- K-5 standardized reading assessment

*Stanford Reading First* – K-3 standardized reading assessment

*Measures of Academic Progress MAP*- Benchmark assessment for progress monitoring and projected PACT performance for English Language Arts, math and science; administered fall, winter, spring in grades 2-5.

Palmetto Assessment of State Standards (PASS) - SC state assessment administered to 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders across all content areas.

Pre/Post Test Unit Assessments- performance-based assessments developed by Teachers and coaches, as well as, Anderson V curriculum assessments.

Standardized tests format of weekly assessments- bi-weekly teacher-made common/formative assessments

Data notebook-portfolio for organizing and analyzing student achievement data including lesson plans, flexible groups, grade distribution sheets, common assessment spreadsheets, assessment monitoring forms, running records, MAP data, PACT data.

#### **Staffing Initiatives**

- Content Coaches
- Math Coach/Interventionist- coach providing support in data analysis, training, modeling, observing, coaching, and instruction in math
- Literacy Coach- Reading First literacy facilitator providing support in data analysis, training, modeling, observing, coaching, and instruction, in reading
- Curriculum Instruction Facilitator – facilitates with providing support in data analysis, training, modeling, observing, coaching, and instruction in all subject areas
- Reading Interventionists- provides small group supplemental reading instruction



### **Staff Development Initiatives**

*Skillful Teacher*- by Jon Saphier – professional text for teacher training based on Research for Better Teaching that helps struggling teachers in four areas: management, instruction, motivation, and curriculum to promote student achievement.

Science Kits- research-based inquiry learning materials and guides aligned with the state standards by units of instruction.

Data Analysis Training- ten-step process: 1) collect, 2) organize, 3) present, 4) analyze, 5) plan, 6) monitor progress, 7) review progress, 8) evaluate progress, 9) modify and 10) adjust

Differentiated Instruction – using data to drive flexible grouping and implantation of developmentally appropriate strategies for instruction based on the needs of individual students and small groups.

Four Frames Math – approach to the teaching of math using the following frameworks: Calendar Math: for repetitive practice; Perfect Practice: for teacher directed review of Standards; Problem of the Day: for instruction of problem solving strategies; Direct Instruction: for hands-on, minds-on instruction.

SC Reading First – Federal initiative based upon the National Reading Panel findings that supports professional development and scientifically based reading research.

### **Student Programs and Initiatives**

*Orchard* lab- computer assisted program of instruction in math and reading.